



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3930 W. Greenway Road, Phoenix, AZ 85053

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Elizabeth A. Tataseo
Schedule : 7:00 AM to 4:30 PM
Grades : 9-12
2004 Enrollment : 1706
Web Address : www.guhsdaz.org/schools/greenway.asp
Phone Number : (623) 915-8500
Fax Number : (623) 915-8560
E-mail : eatatase@guhsdaz.org

Mission

Greenway High School seeks to advance lifelong learning through growth in academics, social responsibility and physical well-being. Our mission is to prepare our students for the choices and challenges of the 21st Century.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement on district criterion-referenced tests and performance-based assessments. These assessment tools are used to measure each student's academic progress in all core subjects.
- ü Prepare students for successful performance on Arizona's Instrument to Measure Standards (AIMS). Increase student achievement and performance in all subjects on College Board/Advanced Placement examinations.
- ü Increase communication among parents, community, teachers, staff and students to build confidence and promote learning in a positive and caring environment, and to create a partnership among all stakeholders that is conducive to life-long learning.
- ü Students, teachers and staff will continue to learn, use and model all types of technology to enhance the educational process of our students and make more efficient the day-to-day tasks of school.

Enrollment

October 1, 2003 School Year Student Enrollment : 1676
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 295

Instructional Programs

- ü Advanced Placement/Honors Program
- ü Cisco Network Academy On-site
- ü Culinary Arts Program
- ü Certified Nursing Assistant Program
- ü Career and Technical Education Program
- ü Performing Arts Program
- ü Alternative Education Program
- ü Special Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Yearly, schools set goals and expectations for students. To make sure that every student can attain these goals, school counselors involve parents in developing a four-year education plan for each new ninth grade student and these plans are reviewed each year. Parents are informed of academic progress and attendance concerns. Mailings include: quarterly newsletters, progress reports every 4.5 weeks, phone calls/conferences routinely completed, handbooks/policies are distributed and explained.

Parents

The district has established policies and procedures regarding student attendance, tardiness and disruptive behavior. Parents sign affidavits at the beginning of the year regarding student attendance, tardiness, disruptive behavior and other school policies. Parents are responsible for indicating absences and ensuring that students follow school rules and policies. Parents support involvement in student activities and events by attending extracurricular activities, open house and performances.

Transportation Policy

Greenway's attendance area consists of 6.75 square miles in northwest Phoenix bounded by Bell Road to the north, I-17 to the east, 51st Ave. to the west and Thunderbird Road to the south between the freeway and 39th Ave., and Sweetwater to the south between 39th Ave. and 51st Ave. Students who live more than 1.5 miles from the school within our attendance area are provided bus service by the district. Special needs students are provided transportation in and out of our attendance area.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Red Cross Real Hero Award	2004
ü Presidential Scholar Award	2002
ü Class of 2004: \$3,289,760 in Scholarships	2004
ü Co-host for The International Conference on Thinking	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	409	3443	65934	100	99	100	509	500	492	23	33	43	20	20	18	32	29	24	25	19	15
All Students (Prior Year)	390	3309	57534	99	99	91	505	501	491	30	34	46	20	19	16	27	28	23	23	19	15
Female	188	1680	32586	100	99	100	509	500	491	26	33	44	18	20	19	30	30	24	25	17	14
Male	220	1755	33226	100	98	99	510	501	493	20	33	42	21	19	18	34	27	24	24	20	16
African American	13	251	3042	100	99	98	490	488	478	31	46	58	38	23	19	23	21	17	8	10	6
Hispanic	70	1194	21740	100	99	100	495	487	475	32	47	63	29	21	17	29	22	15	11	10	5
Asian/Pacific Islander	11	102	1643	100	99	99	517	511	519	20	25	23	10	14	13	30	33	30	40	28	34
American Indian/Alaskan Native	NC	86	4351	NC	95	99	NC	499	472	NC	27	68	NC	22	16	NC	36	13	NC	15	4
White	309	1802	34819	100	99	99	513	510	505	22	22	27	17	18	20	33	34	31	28	26	22
Students with Disabilities	33	318	6507	100	98	100	468	462	456	75	82	83	8	10	9	17	8	6	0	0	2
Students without Disabilities	376	3125	59427	100	99	100	511	501	494	22	32	41	20	20	19	33	29	25	26	19	16
Limited English Proficient Students	NC	315	6793	NC	100	100	NC	468	464	NC	72	79	NC	14	11	NC	10	8	NC	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	642	18745				NC	486	475	NC	50	64	NC	20	16	NC	20	15	NC	10	5
Non-Economically Disadvantaged	402	2801	47182				510	504	499	22	29	35	20	19	19	33	31	27	25	21	19

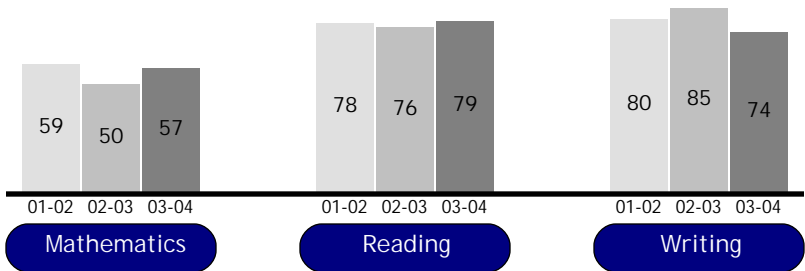
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	412	3592	68162	99	100	100	526	514	509	6	14	18	15	22	24	69	56	51	10	8	8
All Students (Prior Year)	388	3301	56700	98	99	89	522	521	512	8	8	15	17	20	23	63	60	52	13	12	10
Female	189	1735	33509	99	100	100	531	517	513	4	13	15	15	20	23	69	58	52	12	9	9
Male	223	1854	34521	99	99	100	522	510	505	7	16	20	16	23	24	69	55	49	8	7	7
African American	13	269	3163	100	100	99	505	499	497	15	20	22	15	33	30	69	45	46	0	3	3
Hispanic	70	1263	22624	97	99	100	515	496	487	10	24	32	19	27	31	63	46	35	8	3	2
Asian/Pacific Islander	12	109	1666	100	100	100	524	502	523	0	17	11	33	29	17	42	50	60	25	5	12
American Indian/Alaskan Native	NC	90	4592	NC	97	100	NC	499	484	NC	15	32	NC	33	37	NC	51	30	NC	1	1
White	312	1853	35727	99	99	100	529	529	526	5	6	7	14	16	17	71	66	64	10	12	12
Students with Disabilities	34	340	6845	100	100	100	488	472	468	33	47	53	33	33	29	33	19	18	0	1	1
Students without Disabilities	378	3252	61317	99	99	100	527	516	512	5	12	15	15	21	23	70	59	53	10	8	8
Limited English Proficient Students	NC	337	7152	NC	100	100	NC	460	464	NC	65	57	NC	25	31	NC	10	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	700	19528				NC	495	487	NC	25	31	NC	30	32	NC	43	34	NC	2	2
Non-Economically Disadvantaged	409	2892	48595				526	518	518	6	12	13	16	20	20	69	60	57	10	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	413	3575	67629	100	99	100	560	545	524	10	16	22	15	16	16	68	62	59	6	6	3
All Students (Prior Year)	384	3233	55090	97	97	87	496	494	479	6	8	16	10	6	13	84	86	70	1	1	0
Female	190	1728	33347	100	99	100	573	559	537	8	13	17	14	14	15	70	66	64	8	8	4
Male	223	1844	34151	99	99	99	548	531	512	12	20	27	17	18	18	67	58	54	4	4	2
African American	13	268	3150	100	100	99	499	523	515	15	22	24	46	23	19	31	53	56	8	2	2
Hispanic	71	1257	22313	99	99	100	544	515	493	17	26	34	16	18	19	63	53	46	5	3	1
Asian/Pacific Islander	12	106	1659	100	97	100	582	553	564	0	15	11	18	13	12	64	64	68	18	8	9
American Indian/Alaskan Native	NC	90	4528	NC	97	99	NC	530	492	NC	14	35	NC	28	21	NC	58	42	NC	0	1
White	312	1846	35593	99	99	99	565	569	547	9	9	13	14	13	14	71	69	69	6	9	4
Students with Disabilities	34	332	6712	100	99	100	474	445	445	50	61	61	33	23	18	17	17	21	0	0	0
Students without Disabilities	379	3243	60917	99	99	100	561	548	530	9	15	19	15	16	16	69	63	61	6	6	3
Limited English Proficient Students	NC	329	6994	NC	100	100	NC	426	442	NC	65	58	NC	16	18	NC	19	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	700	19310				NC	508	489	NC	28	35	NC	21	20	NC	50	44	NC	2	1
Non-Economically Disadvantaged	409	2875	48278				560	553	538	10	14	17	15	15	15	68	65	65	6	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	50	40	37	98	50	40	41	93	51	NA	42
	Language	97	56	46	38	99	51	45	42	92	54	50	42
	Mathematics	97	75	65	56	100	76	66	60	93	77	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Establishing Yearly Goals
- Ü Assessing Progress Toward Goals
- Ü Promoting School Safety
- Ü Improving Communication with Parents
- Ü Improving Parent Satisfaction
- Ü Increasing Student Participation

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	79.00
Other Professional Staff	14.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	10	1	0	1
7 to 9 years	7	1	0	0
10 or more years	27	20	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	49
Core academic classes taught by Highly Qualified (NCLB) teachers.	273
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Seven Computer Labs
- Ü Media Center
- Ü Cisco Network Academy On-Site
- Ü Culinary Arts Kitchen

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Aspire to Teach Club
- Ü Student Government
- Ü Academic Decathlon
- Ü National Honor Society
- Ü Speech/Debate Program
- Ü Vocal/Instrumental Music Programs
- Ü GCC/Greenway Automotive Partnership

Social Services

- Ü Counseling Services
- Ü General Support Groups
- Ü Crisis Intervention
- Ü School Psychologist
- Ü Health Center Services
- Ü Breakfast/Lunch Programs
- Ü Social Worker
- Ü Grief/Addiction Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Greenway staff and community have continued to work together to keep students in school. The dropout rate has been reduced nine consecutive years. The 2004 dropout rate was 2.38 percent, well below the state and national averages.
- ü The Greenway staff recognizes and celebrates the worth of each individual. The development of a Unitown program has helped focus our collective attention upon an appreciation for ethnic, cultural and religious diversity.
- ü Partnerships with the business community benefit our students through the Certified Nursing Assistant program with Banner Thunderbird Medical Center, the Factory Automotive Program with GCC and Aspire to Teach with Rio Salado, GCC and ASU West.
- ü A two-year program in partnership with Cisco Systems gives students the opportunity to receive academic and practical training leading to certification as a network technician. The NJROTC program gives students experience before joining the military.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	90			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

These incidents involved a counterfeiting problem with students, and students caught with suspect raw materials. Teachers and administrators are visible on campus between classes, in the neighborhood and at lunch. Teachers, administrators and visitors wear visible ID badges while on the school grounds. Finally, school rules and expectations for appropriate behaviors are communicated to students and parents several time during the year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Elizabeth Tataseo	(623) 915-8500
Transportation Policy	Jeff Feldman	(623) 915-8500
Community Resources	Michael Dellisanti	(623) 915-8500
School Nutrition Programs	Linda Vallee	(623) 915-8500
Parent Organization	Suzanna Willy, President	(623) 915-8500
Student Health/Nurse	Mike Gierke	(623) 915-8500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.